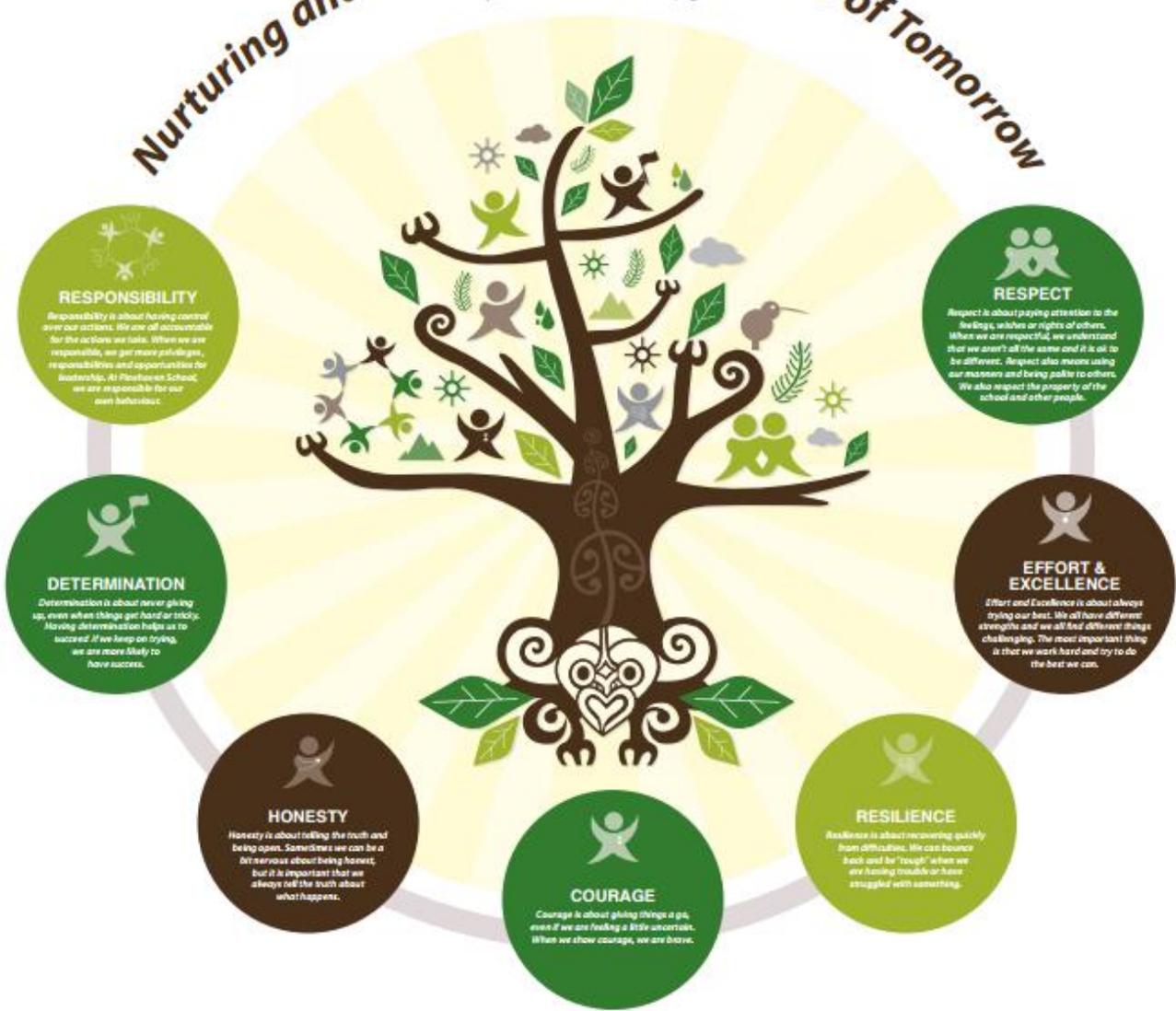




Pinehaven School

Nurturing and Developing our Leaders of Tomorrow
He Manukura mō Apōpō



A community who:

- ★ recognises that leaders are individuals who strive to reach their full potential, work effectively with others and take steps to make the future happen
- ★ inspires children to develop the imagination and courage to believe in themselves and their future
- ★ inspires children to work with others and develop the capability to create a better world
- ★ inspires staff to be leaders in education

Nurturing and Developing our Leaders of Tomorrow - He Manukura mō apōpō
We work to motivate and engage our children in life-long learning

Strategic Aims	Our children are involved in real life learning .	Our children know themselves as a learner .	We have spaces and places that support our children in their learning.	We work alongside engaged whanau/families .	All of our children progress and achieve .
What are we talking about?	<ul style="list-style-type: none"> - Authentic contexts - Use of the environment - Integrated curriculum - Use of ICT - Community - people and places - Student agency - Valuing NZ's bicultural foundation 	<ul style="list-style-type: none"> - Learning styles - Mindsets - Clear learning pathways - Children know their pathways - Stretch and challenge - How can children best learn? - Student agency - Māori identity, autonomy & aspirations used in the development of programmes 	<ul style="list-style-type: none"> - Property development - Play spaces - Student involvement best utilising what we have - Provision of appropriate resources - Student agency (choice of where to work, play) 	<ul style="list-style-type: none"> - Working in harmony together - Well informed - Parents understand learning pathways - Families aspirations are considered and worked towards 	<ul style="list-style-type: none"> - Progress for all - Accelerated progress for those who need it - Achievement (academic, critical thinking and soft/social skills) - Success for Māori as Māori, by Māori & with Māori
2017 Expected Outcomes	<ul style="list-style-type: none"> Action Research by teaching staff Test and explore ways to integrate Use of ICT to make real life links Develop thoughts about what/how to assess Agency Development Collaborative teaching Provision of authentic reo me ona tikanga Māori programmes which complement real life learning for all students 	<ul style="list-style-type: none"> Agency Development Develop a tool that help children share their pathways (academic, behaviour/learner attributes, motivation, strengths) Strategies set up so parents can support Draft framework of learning dispositions in place that spans hub levels Provision of programmes that are culturally responsive 	<ul style="list-style-type: none"> Better use of current space for agency, learning and play Student voice and leadership in how current space is utilised Agency development - choice for children about where to learn Continued development of spaces to promote collaborative teaching Monitor our roll and maintain the integrity of space available for learning 	<ul style="list-style-type: none"> Further enhance and create links about learning with home Well informed whanau who are confident to complement, reinforce and support learning Engage with all whanau and families to ensure their needs are being met Māori led and whanau informed aspirations are encouraged, and excellence is expected 	<ul style="list-style-type: none"> Achievement targets based on data Interventions in place to support acceleration and priority learners All children progressing Target children making accelerated progress

<p>2018 Expected Outcomes</p>	<p>Development of integrated curriculum documentation with measure points</p> <p>Action Research</p> <p>Collaborative teaching</p>	<p>Implementation of framework</p> <p>Consideration of what the framework looks like in practice for teachers and BOT</p> <p>Children use framework</p> <p>Parents understand and support at home</p> <p>Review and refine framework</p>	<p>Continued development and refinement of spaces to create agency</p> <p>Redevelop 10YPP</p> <p>Monitor our roll and maintain the integrity of space available for learning</p>	<p>Further enhance and create learning links with home</p> <p>Parent understand and use learning dispositions framework.</p> <p>Promote whanau learning opportunities</p>	<p>Achievement targets based on data</p> <p>Interventions in place to support acceleration and priority learners</p> <p>BOT begin to receive data about learning dispositions</p>
<p>2019 Expected Outcomes</p>	<p>Implementation & refinement</p> <p>Clear assessment plan</p> <p>Action Research</p> <p>Collaborative teaching</p>	<p>Review and refine framework</p> <p>Children self-assess using framework</p> <p>Some student planning using framework</p>	<p>Continued development and refinement of spaces to create agency</p> <p>Capital building project</p> <p>Monitor our roll and maintain the integrity of space available for learning</p>	<p>Further enhance and create links about learning with home</p>	<p>Achievement targets based on data</p> <p>Interventions in place to support acceleration and priority learners</p> <p>BOT begin to receive data about soft skills and critical thinking</p>

**Ko te tāpara, ko te matanā kei te mārama, ko te whakatutuki kei te mārama nā reira okea ururoatia!
The wish and desire is clear, and how to achieve it is understood, so get on with it!**

ANNUAL PLAN

This annual plan sets out the detailed actions planned for 2017 that will assist us in achieving our strategic aims. The plan has been developed by the Principal in conjunction with the staff and Board of Trustees.

Planned Actions

Each aim outlined in the Board's strategic plan has been noted, along with the key expectation or outcome as identified by the Board for 2017. For each expected outcome, specific detail around planned actions is outlined (including the timeframe and who is responsible for each action). Detailed outcomes are identified to assist with review as the year progresses.

At the end of 2016, a school overview was developed to assist Learning Hubs in preparing long term plans each term. Aspects of the overview have been planned as a result of student voice interviews late in 2016 where we sought ideas for contexts for learning from students.

Targets

The second section of the document outlines the curriculum achievement targets for 2017. These identify key groups within the school that need to be targeted to improve achievement against the National Standards. Targets have been set based upon achievement data from 2016, as well as our understanding of individuals and groups of students within our school. Teachers have been fully involved in the process of setting achievement targets and they are shared by all staff.

As part of inquiring into our practice as teachers, some actions involve focusing in detail on a few target students that need close attention paid to their progress. These target students are not only underachievers, but also those who need to be targeted in order to achieve their full potential. Target students will be discussed and teachers will share successful strategies. Actions taken for target students will impact positively on the learning of all students and this detailed focus on individuals still allows teachers to consider the needs of all students in relation to our achievement targets. Planned actions within our targets include taking steps to ensure all students make progress, including those students who start the year at or above the expected level.

We currently have 25 Māori and 6 Pasifika students at our school. Māori students have been included in a target related to raising achievement in writing and maths. To protect the privacy of the Pasifika students, the school has not set separate achievement targets to be shared in the public arena. The Leadership Team closely monitors progress and achievement of these students. As part of classroom target setting, each teacher is required to monitor all Māori and Pasifika students and track their achievement in reading, writing and mathematics, and identify where they sit at the beginning of the year in relation to our achievement targets.

Review

The annual plan is evolving or 'living' and will be reviewed throughout the year as part of our review process. Any variance that occurs will be reported to the Board of Trustees, along with supporting reasons. In June and November, a review of the annual plan will be carried out. The table below shows the code for the review and each section will also have comments on key highlights and issues to be addressed.

Colour Key:		Achieved and Completed
		On Track
		Scoping to be done / slow progress
		Issues with resourcing/concern

Strategic Aim 1 – Our children are involved in real life learning.

Board Expectation	Planned Actions & <i>Expected Outcomes</i>	Responsible	Expected Timeframe	June	November
Action Research carried out by teaching staff	<ul style="list-style-type: none"> • Staff Meeting with Mark Sweeney to learn about Action Research. • Attendance at ERO workshop looking at models of internal self-review (share learning). • Teachers determine and complete an Action Research project around improving practice. • Staff share Action Research with each other and transfer their learning to colleagues. • Staff meetings are reduced to allow time for Action Research. • Coaching to develop action plans for teachers around their <i>teaching as inquiry</i> (action research) and then to provide ongoing focus and support throughout the year. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Deeper understandings of teachers with regards to the ‘why’ of their own practice.</i> • <i>Learning being shared across the staff and teachers finding gems in each others’ learning.</i> • <i>Improved outcomes for students.</i> • <i>Professional reading by teachers.</i> • <i>Deliberate self review by teachers.</i> • <i>Teachers supported with any concerns/queries or inquiries that arise in relation to their own teaching practice.</i> • <i>Teachers supported with their teaching as inquiry investigations.</i> 	Principal Principal/DP Teachers Teachers Principal Leadership	Term 1 Term 1 Terms 2-3 Term 4 Terms 2-3 Ongoing		
Test and explore ways to integrate across learning areas	<ul style="list-style-type: none"> • Play.Sport professional development with a focus on integration of HPE. • Whole school integrated unit in Term 2 with supported planning together. • Permission for hubs to trial ways to integrate. • Hubs sharing practice. • Identification of the essence of integrated unit with deliberate acts of teaching planned. • Use of inquiry learning model. • Flexible timetables, while still ensuring learning areas are taught explicitly in ways that are appropriate to meet individual needs of learners. • Continued provision of Discovery and Rainbow Time programmes that allow students to follow their passions. • Utilize parent support to allow for greater learning opportunities. • Planned EOTC activities that link to learning programmes. • When planning inquiry units, consider local issues and plan authentic learning opportunities that require students to take action. • Build environmental awareness into learning programmes where possible. • Use our new PV panels to assist students in learning about electricity and the need for sustainable options. 	HPE Lead Ts All staff Principal Leadership Teachers Teachers Teachers Teachers Teachers Teachers Teachers Enviro Lead & Teachers	Ongoing Term 2 Ongoing Ongoing Termly Ongoing Ongoing Ongoing Ongoing Ongoing Termly Ongoing		

	<ul style="list-style-type: none"> • Develop a planning template that assists in integrated planning. • Work towards achievement of Silver Enviro Award with school wide participation. • Continue professional development in Science for teachers, including the development of STEM programmes across the school. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Continued growth, progress and achievement of students.</i> • <i>Greater confidence and understanding amongst teachers with regards to integration.</i> • <i>More interesting learning programmes for students that allow 'flow' and links.</i> • <i>Rich curriculum delivery with a range of opportunities provided for students.</i> • <i>Students engaged in 'real life' learning.</i> • <i>Delivery of a curriculum that meets the needs of students and our local community.</i> • <i>An awareness amongst students about their role within our community and that their learning can result in action.</i> • <i>Students sharing their learning with others.</i> 	Leadership Teachers Science Lead	Term 3-4 Ongoing Ongoing		
Use of ICT to make real life learning links	<ul style="list-style-type: none"> • Coordination of ICT support required and ensuring devices are maintained for use. • Continued provision of professional development and support for staff to practise and increase their skills in using devices available to them. • Actively seek funding for additional ICT devices, in particular chromebooks and iPads. • Purchase additional devices as funds become available. • Begin to use chromebooks and google programmes in the Y5/6 area of the school. • Teachers to consider ways in which ICT can support their <i>teaching as inquiry</i> goal. • Teachers get opportunities to discuss their use of ICT with the Lead teacher. • Use of the see-saw app for all children across the school (weekly uploads). • Facilitate 'Techy Brekky' meetings, with a focus on ICT in the classroom. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Clear plan to develop ICT in the school.</i> • <i>Continued purchasing of equipment to cater for the learning needs of students.</i> • <i>Teachers and students have increased access to ICT resources to engage and support students in their learning.</i> • <i>Teachers are upskilled in the use of Google Apps for Education.</i> • <i>Continued and increased use of ICT in the classroom.</i> • <i>Increased teacher confidence in the use of equipment they have in classes.</i> • <i>Students using ICT tools regularly and for a wider range of learning tasks.</i> • <i>Staff are using google apps more efficiently to collaborate and save time.</i> 	IT Lead Principal & IT Lead BOT BOT Y5/6+ITLead Teachers/DP Principal Teachers IT Lead	Ongoing Ongoing Term 2-3 As possible Term 2 Termly Term 2 & 4 Weekly Fortnightly		
Develop thoughts about what and how to assess	<ul style="list-style-type: none"> • Trial and review integrated curriculum. • Use of inquiry skills matrix and science capabilities already developed. 	Teachers Teachers	Terms 2-4 Ongoing		

<p>within an integrated curriculum</p>	<ul style="list-style-type: none"> • Develop a learner pathway framework focusing on the front end of the NZC, using our vision and community consultation as a guide to inform our work. • Begin to trial hub wide ways to assess the integrated curriculum. • Discuss what is required at a school wide level other than National Standards data for the Board. • Seek feedback from BOT and whanau about the draft framework as it progresses. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Draft learner pathway developed for our school.</i> • <i>Teachers fully understanding what to assess outside National Standards.</i> • <i>Greater clarity around what an integrated curriculum is trying to achieve.</i> • <i>Plan developed to ensure we have deliberate data collection of skills that are important.</i> • <i>Students having increased understanding about themselves as a learner and taking greater responsibility around their learning pathways.</i> 	<p>Led by Principal</p> <p>Teachers BOT</p> <p>Principal</p>	<p>Ongoing</p> <p>Termly Term 3</p> <p>Ongoing</p>		
<p>Further development of agency for learners</p>	<ul style="list-style-type: none"> • Teachers systematically find out the interests of students. • Provision of programmes that allow for student choice in learning. • Student voice considered when planning classroom programmes, extension, remedial and enrichment activities. • Participation in Cluster Wide agency professional development. • Explore the concept of student reports to the Board of Trustees. • Classroom learning survey carried out and collated for teachers to reflect upon. • Annual survey carried out to gather ideas from classes to inform 2018 planning. • Learning Maps developed for some students. • Ensure students understand their learning goals in all areas and can talk about what they are learning and why. • Regular visits to classes that include talking to students about learning goals and finding evidence in work. • Teachers visiting each other's classes to share processes for students identifying evidence in their work and teachers discussing observations with each other. • Provision of opportunities for students to share their learning. This may include assemblies, discussions with visitors, student reporting to the Board, etc. • Teachers ensuring students clearly understand what success in their learning goals looks like. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Increased levels of student engagement in programmes.</i> • <i>Students reporting that learning programmes reflect their interests.</i> • <i>Students more articulate about their learning.</i> • <i>Teachers understanding what the need of their class are.</i> 	<p>Teachers Teachers Teachers</p> <p>All (BOT \$) BOT Principal Leadership Teachers Teachers</p> <p>Leadership</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Term 2 Term 2 Term 4 As needed Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>		

	<ul style="list-style-type: none"> • Teachers having a clear picture of class interests to use to inform planning. • Students becoming more confident in identifying evidence of learning. • Parents hearing directly from students about their learning pathways. • Increased levels of student agency and self-awareness as a learner. • Teachers receive feedback on practice. • Teachers evaluate their own progress as teachers. • Students are clear on their learning goals and actions needed to achieve them. 				
Further development of Mahi Ngatahi (collaborative teaching) models that support learning	<ul style="list-style-type: none"> • Continued development of Mahi Ngatahi methods in all hubs with actions identified. • Review and plan further actions in relation to collaborative teaching as the year progresses. • Use of DP to support the development of collaborative teaching practices where the physical environment is not as easy to use. • Report to the Board on progress around the collaborative teaching models. • Ensure parents are kept informed about programmes in place. • Continue to extract data for the 2015 Year 4 Room 6 students in terms of achievement and interview students in this group about their experiences in the Korimako Hub. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • Improved outcomes for students. • Increased choice for students with regards to how and where they work/learn. • Uninterrupted learning programmes when a reliever is in classes. • Increased opportunities for learner agency. • Increased use of teacher strengths. • Further opportunities for students to follow learning pathways with increased independence. • Teachers clearly articulate our approaches to collaborative teaching and how this enhances learning programmes. 	Teachers Leadership DP Principal Leadership DP & Principal	Ongoing Termly Ongoing Monthly Ongoing Term 3		
Provision of authentic reo me ona tikanga Māori programmes which complement real life learning for all students	<ul style="list-style-type: none"> • Continued development of Tuakana-Teina (peer) teaching opportunities in classes and with buddy classes. • Build teacher capability and confidence through fortnightly professional development. • All meetings start with Karakia/Whakatauki and a waiata. • Produce and/or purchase resources to assist teachers in classrooms. • Assist teachers in making authentic links between inquiry topics and Te Reo & Tikanga. • Powhiri to welcome new families. • Provision of Nga Tama Toa for Year 4-6 boys. • Take all reasonable steps to ensure student and whanau aspirations are met in terms of provision of Te Reo Māori. 	Teachers Māori Lead Teachers Māori Team Māori Team Principal Māori Lead Principal & BOT	Ongoing Fortnightly Ongoing Ongoing Termly Ongoing Ongoing		

	<p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Students learning from each other.</i> • <i>Students consolidating new learning through teaching others.</i> • <i>Continued culture of support for each other.</i> • <i>Teachers supported appropriately with classroom resources.</i> • <i>Learning taking place in authentic contexts.</i> • <i>Increased teacher confidence in the use of karakia/whakatauki and waiata.</i> 				
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Review	Key Highlights	Key Issues needing to be Addressed	Further Comment

Strategic Aim 2 – Our children know themselves as a learner.					
Board Expectation	Planned Actions & <i>Expected Outcomes</i>	Responsible	Expected Timeframe	June	November
<p>Develop a tool that help children share their pathways (academic, behaviour/learner attributes, motivation, strengths)</p> <p>Draft framework of learning dispositions in place that spans hub levels</p>	<ul style="list-style-type: none"> • Develop clear learner pathway framework ready for use in 2018. Consider in developing the framework: <ul style="list-style-type: none"> • What skills and understandings children need in order to achieve our vision (using 2016 community consultation feedback); • What these skills and understandings ‘look like’ for learners at the end of Years 2, 4 & 6; • What deliberate acts of teaching need to take place at each level; • Recording the framework in ways that children and parents understand. • Continued focus across the school in the learning pit, learning styles and growth mindset. • Gather feedback from students and parents about the framework. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Increased levels of independence expected of students as they move through the school.</i> • <i>Teachers who understand what students need to know about learning in order to become more independent learners.</i> • <i>Self-directed learning choices made by students.</i> 	<p>Principal to lead</p> <p>Teachers Principal</p>	<p>Completed Term 4</p> <p>Ongoing Ongoing</p>		

	<ul style="list-style-type: none"> • <i>Students using and understanding a common language about learning and why it can at times be challenging.</i> 				
Strategies set up so parents can support learning	<ul style="list-style-type: none"> • Sharing information with parents about our learning focus and knowing ourselves as learners. • Regular newsletter updates about what we are learning and how parents can help at home. • Draft learner pathway shared with parents as it is developed. • Sharing professional reading with parents as appropriate. • Use of SeeSaw App to share learning. • 3 Way Learning Conversations where students talk about their learning. • Homework flexible so that parents can manage this with a balance on play and unstructured activities. • Children encouraged to share their learning goals with parents. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Parents and students understanding the importance of making mistakes/failing as part of learning and how this is to be encouraged.</i> • <i>Parents informed about approaches taken by teachers to support students to become independent learners.</i> • <i>Parents able to identify practical ways they can support learning.</i> • <i>Homework flexible to allow for play based learning to occur at home.</i> 	Teachers Leadership Principal Principal Teachers Principal All Teachers & Students	Ongoing Ongoing Ongoing Ongoing Weekly Term 2 Weekly Ongoing		
Provision of programmes that are culturally responsive	<ul style="list-style-type: none"> • Use of cultural competencies to support teaching around our school values. • Provision of an integrated curriculum that uses Te Ao Māori as contexts for learning wherever possible. • Input from Whanau and students about possible contexts for learning. • Māori culture a prominent in our school curriculum and actions. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Māori tikanga and culture included in curriculum delivery.</i> • <i>Valuing and celebrating our bicultural heritage.</i> 	Teachers Teachers Māori Team	Ongoing Ongoing Ongoing		

Review	Key Highlights	Key Issues needing to be Addressed	Further Comment
June			
November			

Strategic Aim 3 – Create spaces and places to support learning.

Board Expectation	Planned Actions & <i>Expected Outcomes</i>	Responsible	Expected Timeframe	June	November
Better use of current space for agency, learning and play	<ul style="list-style-type: none"> • Creative use of spaces to allow for collaborative approaches. • Teachers all using a range of furnishings to support collaborative approaches and choice. • Use of outdoor spaces in different ways to increase student choice in play and in learning spaces. • Development of property plan for the next 5 years. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Increased choice for students with regards to how and where they work/learn.</i> • <i>Increased opportunities for learner agency.</i> • <i>Increased teacher understandings about how space can be used to maximize learning.</i> • <i>Increased enjoyment of play and use of physical space in the school.</i> • <i>Increased use of outside spaces for learning.</i> • <i>Clear plan for future capital property projects and development, with learning at the centre.</i> 	Teachers Teachers BOT BOT	Term 1 Ongoing Ongoing Term 3		
Student voice and leadership in how current space is utilised	<ul style="list-style-type: none"> • Student survey seeking children’s views of how learning and playing spaces could be used differently. • Student Leadership and Enviro Groups involved in planning for change in our use of space. • Development of spaces planned into learning programmes. • Playground Safety Survey carried out, analysed and used to inform any future actions. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Student ownership of spaces in our school, including the changes taking place.</i> • <i>Development of spaces aligned with children’s thinking and desires.</i> • <i>Ensuring students are safe in the playground.</i> 	Principal DP/Enviro T Leadership	Term 1 Term 2 Terms 2-4		
Agency development - choice for children about where to learn	<ul style="list-style-type: none"> • Development of age appropriate learner licences across the school. • Use of outdoor spaces for learning for all students across the school. • Use of the school library in a flexible way to allow ‘as needed’ access for students. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Children being able to choose to work outside or in other spaces in the school.</i> • <i>Clarity of expectations for learning behaviours across the school that show a progression of expectations.</i> 	Leadership Teachers Library Team	By Term 4 Ongoing Ongoing		

Continued development of spaces to promote collaborative teaching	<ul style="list-style-type: none"> Consider ways to collaborate more effectively across current physical spaces. Teachers working collaboratively to allow for a range of spaces for learning within and across classes (e.g. quiet spaces, shared resource hubs, common meeting spaces, etc). Continue to develop ways to plan for and sharing information about students. Provide support for professional development to enable teachers to collaborate effectively. This may include school visits. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> More effective use of space and resources across the school. Improved outcomes for students. A range of spaces for learning provided. 	Teachers Teachers Teachers Leadership	Ongoing Ongoing Ongoing Ongoing		
Monitor our roll and maintain the integrity of space available for learning	<ul style="list-style-type: none"> Continue discussions with the Ministry of Education about roll pressure and growth. Continue to monitor the roll through the use of enrolment scheme. Investigate the number of out of zone siblings coming through in future years. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> Ensuring there is space available in the school for in zone families. Planning for future roll developments. 	BOT BOT Principal	Term 1 October October		

Review	Key Highlights	Key Issues needing to be Addressed	Further Comment
June			
November			

Strategic Aim 4 - We work alongside engaged whanau/families.					
Board Expectation	Planned Actions & Expected Outcomes	Responsible	Expected Timeframe	June	November
Further enhance and create links about learning with home	<ul style="list-style-type: none"> Information shared with parents around collaborative teaching, ICT and learner agency. Use of SeeSaw to share learning with parents. Sharing curriculum learning plans with parents. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> Students sharing learning with parents. 	Leadership Teachers & Students	Ongoing Ongoing Ongoing		
Well informed whanau who are confident to complement, reinforce and support learning	<ul style="list-style-type: none"> Updates in newsletter about learning programmes, class work and agency professional development. Use of Facebook to share information about learning. Learning Maps (learner agency project) conducted with parents of some students. 	Leadership Teachers Teachers	Ongoing Ongoing As needed Terms 2&4		

	<ul style="list-style-type: none"> • Ensure parents are fully informed in relation to progress and achievement of National Standards. • Open communication with parents about concerns that arise in relation to learning, behaviour or attendance. • New parent information evenings held throughout the year. • Open door communication and policy within school communicated through regular newsletters. • Written reports provided twice a year, with 3 way learning conversations mid-year. • Notification for parents of achievement around 1st, 2nd and 3rd year anniversaries when these fall outside of regular reporting times. • Careful consideration given to clarify information for those parents whose children have an end of 3rd and Year 4 OTJ in the same year. • Parents informed of extension and support programmes their children are involved in, and invited to observe and ask questions. • Parent information evening/school picnic. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Parents being aware of key areas of development within the school</i> • <i>Parent views considered when moving forward in these areas.</i> • <i>Clear reports to parents generated showing academic progress and achievements.</i> • <i>Parents understand the picture of achievement for their child.</i> • <i>Parents understand what they can do at home to assist their child with learning.</i> • <i>Parents are informed of concerns as they arise.</i> • <i>Parents are fully informed as to how they can assist their child in their transition to school.</i> • <i>Parents have an understanding of learning programmes that are taking place in the classroom.</i> • <i>Parents understand processes for raised concerns, feedback or ideas.</i> • <i>Parents understand the importance of home/school links.</i> • <i>Early notification to parents of concerns around learning.</i> 	<p>Teachers</p> <p>Teachers</p> <p>Y0 Teachers All</p> <p>Teachers DP</p> <p>DP</p> <p>Teachers</p> <p>Leadership</p>	<p>Ongoing</p> <p>Terms 2&4</p> <p>Ongoing Terms 2&4</p> <p>As required As required</p> <p>Termly</p> <p>Ongoing</p> <p>February</p>		
Engage with all whanau and families to ensure their needs are being met	<ul style="list-style-type: none"> • Community consultation about policy/procedure review. • Informing parents of the ways in which the 2016 Community Consultation information is being used. • Ensure parents are fully informed of the processes for raising question and concerns. • Seeking feedback on activities and initiatives through newsletters, surveys, etc. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Opportunities for parents to feed ideas into the school.</i> • <i>School understands community and family aspirations for children.</i> 	<p>BOT BOT</p> <p>Leadership BOT</p>	<p>As needed Term 1</p> <p>Termly As needed</p>		

Māori led and whanau informed aspirations are encouraged, and excellence is expected	<ul style="list-style-type: none"> Whanau Hui held to discuss learning. Māori whanau encouraged to get involved in learning programmes at school, sharing their culture and expertise. Ensure time for hearing whanau aspirations is built into whanau hui and consultation. Ensure teachers understand aspirations of Māori parents for individual children. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> Strategic direction reflective of community aspirations. Teachers understand the aspirations of Māori families. Māori families consulted and engaged in school and their aspirations reflected in programmes. 	Māori Team Teachers	Twice Ongoing		
		Māori Team Teachers	Ongoing Ongoing		

Review	Key Highlights	Key Issues needing to be Addressed	Further Comment
June			
November			

Strategic Aim 4 - All our children progress and achieve.					
Board Expectation	Planned Actions & Expected Outcomes	Responsible	Expected Timeframe	June	November
Achievement targets based on data	<ul style="list-style-type: none"> Staff collaboratively develop achievement targets based on data and knowledge of the students. Target students identified in reading, writing and mathematics (linked to achievement targets) to <u>accelerate</u> by shifting from 'below' to 'at', <u>consolidate</u> securely within 'at' (those only just 'at'), and <u>extend</u> from 'at' to 'above' the standard. Target student identified in relation to their learning behaviours. Specific children identified who can make realistic shifts in achievement. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> Teachers clear about who in their class needs targeted or differentiated programmes to progress and raise achievement in relation to the NS. Learning behaviours of students improved. All teachers understand what our achievement targets are and what part they have in working towards achieving them. 	Principal Teachers Teachers Principal, DP & Teachers	February February & reviewed termly Term 2 February		
Interventions in place to support acceleration and priority learners	<ul style="list-style-type: none"> Provision of staffing to facilitate extension and remedial programmes based on data and identified needs. Remedial and extension programmes implemented, with priorities identified through the data. 	BOT DP & Teachers	Termly Ongoing		

	<ul style="list-style-type: none"> • Reading Recovery programme implemented. • A 'transition boost' given to students who ended the Reading Recovery programme in December. • Provision of Hooked on Books, Early Words and Targeted Maths programmes to support students. • Ensure learning from intervention programmes is transferred back into regular classroom programmes. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Extension and remedial programmes reflect the needs of students.</i> • <i>Staffing maximized to provide the best possible learning opportunities for students.</i> • <i>Clear understanding of what programmes are required and which are the first priority areas.</i> • <i>Students picked up and prioritised throughout the year.</i> • <i>Students are transitioned appropriately.</i> • <i>Raised student achievement and confidence.</i> 	RR Teacher RR Teacher Teachers Teachers & DP	Ongoing Term 1 Ongoing Ongoing		
All children progressing	<ul style="list-style-type: none"> • School wide assessment data collected, analysed and reported to the Board in Writing, Reading and Mathematics. • Review of progress and achievement in relation to National Standards (including reporting of gender, Māori, Pasifika and priority learners). • At time of data presentations, Board gets anecdotal information from the Leadership Team about the rate of progress of groups of students as identified through close monitoring by curriculum and hub leaders. • Data collected at beginning & end of any programmes/interventions so that the progress of students can be monitored. • Tracking of ALIM, Reading Recovery, MST and past target students as they move through the school. • Principal's report to the Board includes other information about achievement and progress. • Analyse the data in terms of students' strengths and needs as learners. • Drill deeply into the data, identifying the progress made by groups and individuals across the school. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Progress of all students monitored.</i> • <i>Impact of interventions analysed and reported to the BOT.</i> • <i>Leadership Team and BOT confident that planned interventions are actually making a difference.</i> 	DP BOT Principal DP DP Principal Teachers Teachers	Terms 2&4 Terms 1&3 Terms 1&3 Termly Ongoing Monthly Ongoing Ongoing		

	<ul style="list-style-type: none"> • <i>Emerging achievement trends and patterns identified and used for future budgeting, planning, allocation of resources and professional development.</i> • <i>Board clearly understands of gender and ethnicity trends in achievement.</i> • <i>Recommendations developed and shared with the staff for implementation/follow up as required.</i> • <i>Board has confidence in the monitoring of individuals/groups within the school and receives information related to additional support required.</i> • <i>Board is able to make informed decisions about the strategic use of resources and is able to support the Leadership Team in making responsive changes to plans if needed during the year.</i> • <i>Progress of past target students closely monitored to ensure levels of achievement are maintained.</i> 				
Target children making accelerated progress	<ul style="list-style-type: none"> • Teachers interview target students in relation to their learning. • Data is used to develop learning goals with students and inform teaching programmes. • Students are given feedback on their goals and explicitly shown what they need to do in order to achieve them. • Teachers develop an understanding of the interests of their class and ensure programmes are planned in accordance with this. • Regular review of learning goals. • Continued support and sharing of practice around the development of individual learning goals across reading, writing and mathematics. • Data analysis reports shared with teachers who are guided in reflection upon the data in relation to the needs of their own class/learning hub, and the implications for teaching programmes. • TOD focused on the use of data to inform teaching and learning. • Target setting to identify actions that are different from 'business as usual'. • Programmes planned to meet their individual needs. • Learning Hub and staff meetings include discussion about target students and how to meet needs. • Coaching for all teachers with regards to making a difference for their target students and how these strategies can be transferred to other students. <p><i>These actions should result in:</i></p> <ul style="list-style-type: none"> • <i>Teachers using data/reports from 2016 to set next learning steps for students early in the year.</i> • <i>Students understand/can articulate their goals and what they need to do to be successful.</i> • <i>Students improve their achievement. This means improving their attitude and raising proficiency levels.</i> • <i>Teachers sharing practice and learning from each other.</i> 	<p>Teachers Teachers Teachers</p> <p>Teachers</p> <p>Teachers Leadership</p> <p>DP</p> <p>Leadership Teachers Teachers Leadership</p> <p>Leadership</p>	<p>Term 1 Ongoing Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing</p> <p>Ongoing</p> <p>January Ongoing Ongoing Ongoing</p> <p>Termly</p>		

	<ul style="list-style-type: none"> • <i>Teachers receive feedback on practice.</i> • <i>Teachers sharing best practice to support target students and are supported in provision of appropriate interventions.</i> • <i>Classroom teachers are responsive to data analysis and recommendations.</i> • <i>Increased numbers of students achieving at or above expectations.</i> 				
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In addition to the above planned actions, the following actions will be taken to ensure the school is safe and well maintained:

1. Ensure property contracts are met by all parties.
2. Conduct emergency earthquake and fire drills each term.
3. Respond to issues raised by staff and the community.
4. Monitor heating and boiler systems.
5. Monitor tree safety.

The following actions will be taken in terms of budgeting and curriculum review:

1. Student voice collected in terms of what learning is like at Pinehaven.
2. Clear objectives set by curriculum leaders that focus on improving teaching and learning.
3. Complete annual curriculum review, including the preparation of draft budgets.
4. Detailed action plans developed as appropriate.

ACHIEVEMENT TARGETS 2017

Achievement Target 1 – Reading

- By the end of the year, accelerate the progress of students so that 95% (197/207 included in 2016 Term 4 data) are achieving at or above the National Standard. This would mean having 12 students shift from below to at the standard, with a particular focus on students in their 2nd year at school.

Background:

Overall data identifies that achievement in reading is generally high.

- Māori boys and girls are now achieving in line with their cohort peers.
- Based on Term 4 data from last year, 90.1% of students were achieving at or above the National Standard (compared with 92 % in 2015 and 88% in 2014, as well as 2015 figures 78% nationally and 76.5% in Upper Hutt).
- If we take out the 2016 Year 1 cohort, 98% of Pinehaven students achieved or exceeded expectations in 2016, so we have continued to make significant progress from year to year.
- When considering the children who are currently in Years 2-6 for 2017, Term 4 data shows that 89.4% are achieving at or above the National Standard in Reading.
- In Year 2 this year, there is a need to accelerate the progress of a number of students.
- In Years 3- 6, there are small numbers of students underachieving and there is a need to continue to focus on assisting students who find reading challenging.
- Across the school there is a continued need to monitor and extend the students who are at or above the standard so that our high numbers of children above the standard is maintained (currently 70%).

Planned Actions

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions are planned for 2017:

- Targeted teaching to support children in their second year at school. They are not included in the above information (being Year 1 2016), however are included in our 2016 National Standards data. There are a number of children, particularly boys, who need to show accelerated progress in reading. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Continued teaching as inquiry that focuses on target students and improving teacher practice (with a professional coach). Coaching will include discussions around how successful strategies are/could be used with other students.
- Continued professional development around Learner Agency.
- To team teach / model effective teaching practice in Literacy alongside teachers in terms of addressing target students.
- Continued tracking of 2014 - 2016 target and intervention children.
- Focus on writing vocabulary in Years 0-2.
- Explicit teaching of phonics and word patterns as needed for individuals beyond Year 2.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Teachers are aware of who fits within the achievement targets and who in their class made a significant shift in 2015 that needs to be maintained. Coaches will discuss these students when meeting if they are not chosen target students.
- As required, provide opportunities for target students to get intervention from outside the classroom (e.g. early words programme, Hooked on Books or target teaching groups).

Achievement Targets 2 & 3 – Writing

- By the end of the year, accelerate the progress of Years 2-6 students so that 33% (68/207 included in 2016 Term 4 data) are achieving above the National Standard. This would mean shifting 11 students from at to above the standard, with a particular focus at Year 5.
- By the end of the year, extend Māori students so that 7/25 are achieving above the National Standard. This will mean their achievement is more equitable and in line with their non-Māori peers. This would mean having 3 Māori student shift from at to above the standard, as well as maintaining the achievement of 4 Māori students already above.

Background:

- There are 15 students who need to continue to make accelerated progress in order to achieve the standard. The staff identified what should be done to ensure this happens.
- Based on Term 4 data from last year, 89.7% of students were achieving at or above the National Standard (compared with 2015 figures 71.4% nationally and 67.1% in Upper Hutt).
- 2016 National Standards data from the end of the year showed that 27.3% of students were achieving above in writing. The data identified that the 2016 Year 4 cohort were not achieving as high as other cohort groups.
- 27.5% (57/207) of the 2017 Year 2-6 students are achieving above the National Standard. As we have significantly higher numbers achieving above in reading, there is a need for us to work on extending the students in writing. This also means ensuring we maintain the progress of the students already above the standard.
- With targeted teaching, we have continued to reduce the disparity between boys and girls across the school to 3.3% in 2016 (19% in 2013, 8% in 2014 and 4% in 2015). This is significantly better than the disparity between boys and girls nationally. Explicit links between reading and writing, as well as ensuring children have agency with regards to what to write about and when to write, have had a direct impact on achievement, particularly for boys.
- Historically, writing achievement has dropped as children have progressed through the school. We are beginning to see shifts in this data after targeted intervention programmes at Years 3 and 4. The staff continue to work hard to ensure we take a collective responsibility to ensure foundations are in place at each level of the school.
- 16% of 2017 Year 2-6 Māori students are achieving above the National Standard. This is not equitable with non-Māori counterparts and there is a need to shift more Māori students to above the standard. We have identified a number of students in this category who could shift with targeted teaching approaches.

Planned Actions

Over time, there have been a number of changes in teacher practice, with successful strategies becoming ‘business as usual’ for our teaching staff. In addition to business as usual, the following actions are planned for 2017:

- Continued coaching that includes discussions around how successful strategies are/can be used with other students.
- Integration and meaningful contexts for writing.
- Real life audiences and purpose for writing.
- Continued tracking of 2014-2016 target and intervention children.
- Continue to track the progress of boys across the school.
- Use of gender grouping where appropriate.
- Continued professional development around learner agency.
- To team teach / model effective teaching practice in Literacy alongside teachers, particularly where acceleration or extension is required.
- Year 1 and 2 teachers will ensure regular practise of writing “words I know” and word generation occurs.
- Māori students to be included in as target students to shift to above so that their achievement is more equitable.
- Clear learning goals for children identified and recorded in ways that they understand.
- Use of *Seesaw* for sharing writing with parents and whanau.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.
- Reflect on key questions to consider from Murray Gadd’s professional development with teachers.

Achievement Targets 4 & 5 – Mathematics

- By the end of the year, accelerate the progress of Years 2-6 students so that 35% (72/207 included in 2016 Term 4 data) are achieving above the National Standard. This would mean shifting 9 students from at to above the standard.
- By the end of the year, accelerate the progress of girls in Years 2-6 students included in the 2016 Term 4 data so that we reduce the disparity between boys and girls to 5.5%. This would mean having 4 girls shift from below to at the National Standard. 12/16 children currently achieving below in mathematics are girls.

Background:

- At the end of 2016, 90% of Pinehaven students were achieving at or above the National Standards (compared with 86% in 2015).
- Based on Term 4 data from last year, 90% of students were achieving at or above the National Standard (compared with 2015 figures 75.5% nationally and 72% in Upper Hutt).
- Over time, we have identified that smaller numbers of children have been achieving above the standard in maths and when they do, it can sometimes be difficult to maintain a year's progress to keep them above.
- 30.4% of the 2017 Year 2-6 students are achieving above the standard and we have identified a number of students who with targeted teaching, could be extended.
- Anecdotal evidence suggests that there is a greater need for teachers to make links between number and other strands, as well as provide rich, authentic maths tasks.
- The school has participated in 1 ½ years of the MST programme. Our focus on differentiated learning using MST strategies means that teachers can be supported to ensure progress for lower achievers, while also planning differentiated programmes for those who are 'at' and could accelerate to 'above' the standard.
- Targeted maths programmes proved to be successful for lower achievers and those who had gaps in knowledge last year and these will continue for students who are below the standard.
- 2016 data shows a disparity in achievement between boys and girls in mathematics, with 86.7% (85/98) of 2017 Year 2-6 girls achieving and 96.3% (105/109) of boys in these cohort groups.
- This is a disparity of 9.6% which we aim to reduce.

Planned Actions

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions are planned for 2017:

- Where possible ensure that target students are selected from students who require acceleration from below, those who moved from Below to At, and girls. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Coaching will include discussions around how successful strategies are/can be used with other students.
- Integration and rich maths tasks.
- Real life contexts for learning – linking numeracy and strand.
- Continued tracking of 2014-2016 target and intervention children.
- Use of gender and/or mixed ability grouping as appropriate.
- Continued professional development in Learner Agency
- To team teach / model effective teaching practice in mathematics alongside teachers.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child's learning, particularly around positive talk.
- Continued work on targeting learning behaviours that are impacting on achievement.